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ABSTRACT

This replication guide describes the Indiana solution to the adult illiteracy problem--the inception of the Indiana Adult Literacy Initiative and the formation of the Indiana Adult Literacy Coalition. These four strategies promoted by the Initiative for developing and implementing programs are cited: volunteerism, public-private sector partnerships, networking among community members and adult education professionals, and instruction. Discussion follows of the social change strategies that possess demonstrated effectiveness and have contributed to the success of the Initiative. They are (1) obtaining support from the highest authority, (2) building a communication and relationship network, (3) obtaining administrative support and developing an administrative structure, (4) developing a comprehensive plan, and (5) disseminating information about products to potential replicators. Thirteen suggestions--what the Indiana Adult Literacy Coalition believes are its "secrets of success"--are then listed. Appendixes, amounting to over one-half of the guide, include profiles of Coalition exemplary programs, 1984; samples of brochures and news coverage of Coalition activities; the Indiana Adult Literacy Initiative 1985-86 Plan; and bibliography of resources. (YLB)

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THE INDIANA ADULT LITERACY INITIATIVE

REPLICATION GUIDE

by

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Constance R. Faddis

National Center for Research
in Vocational Education

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January 1986

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THE INDIANA ADULT LITERACY INITIATIVE

Illiteracy in America

Adult illiteracy is a complex social problem. Despite efforts to remedy it, the problem of illiteracy in America continues to grow. According to the U.S. Department of Education, each year an estimated 2.3 million persons--850,000 high school dropouts, 150,000 high school "push outs," 400,000 legal and 800,000 illegal immigrants, and 150,000 refugees--join the estimated 26 million adults considered functionally illiterate. In addition, 46 million adults do not use these skills proficiently, for a total of 72 million Americans who function at a marginal level of literacy or below.

Functional literacy is the ability to read and comprehend, write, and compute at a level that enables individuals to cope with such common needs as completing a job application, passing a written driver's examination, or using public transportation. A 1975 U.S. Office of Education study concluded that to be considered literate, a person must have a measure of competence in communication, computation, problem solving, and interpersonal skills in areas such as the following:

- Government and law
- Health and safety
- Consumer economics
- Use of community resources

In other words, individuals must possess the basic knowledge and skills necessary to enable them to function effectively within the home, the community, and the workplace.

The cost of illiteracy in the United States is high. The yearly cost of unemployment compensation and welfare benefits is estimated to be as much as $6 billion. Half of the nation's prison population is illiterate, and 85 percent of the youths who appear in juvenile court are disabled readers. Crime and its related costs, including imprisonment, income lost to the prisoner, law enforcement and court costs, and welfare benefits to prisoners' families, are a tremendous drain on the nation's resources. The National Coalition for Literacy believes that the national bill for adult illiteracy exceeds $225 billion annually when lost industrial productivity, unrealized tax revenues, and remedial reading training by business and the military are added into the total. The U.S. Armed Services alone spends $70 million each year to teach basic education to recruits.

According to U.S. Department of Labor estimates, at least half of all unemployed Americans are functionally illiterate. Of the nation's 9 million unemployed, a large percentage lack basic skills in communication, personal relations, self-motivation, self-confidence, reading, and computation that are critical to finding a job or getting a better one. The problem is especially severe among minorities: as many as 56 percent of Hispanic and 47 percent of black 17-year-olds are currently functionally illiterate. About 16 percent of white 17-year-olds suffer from this disability.

Individuals lacking in basic literacy skills will always be at a disadvantage in the job market and will be effectively locked out of tomorrow's technological economy. Labor market projections suggest that the number of jobs for unskilled and semi-skilled workers will decrease in the next few years as the use of computers proliferates in factories and offices. Although all unemployed persons do not find themselves jobless due to an inadequate education, those with less education tend to be the last hired and the first fired.

Greater educational attainment also yields higher income. Incomes among high school graduates are double the incomes of those who have not completed grade school. Census data indicate that, even among people holding the same kind of job, those with higher educational levels earn higher salaries.

Another effect of illiteracy is apparent in the disproportionate percentage of functionally illiterate persons receiving public welfare. Across the board, for men and women, blacks and whites, and for all age groups, a common denominator among welfare recipients is their low level of educational attainment. The proportion of persons on public assistance who have fewer than 6 years of schooling is more than double that among those with 9 to 11 years of school.

In addition to the price in crime, unemployment, and poverty, functional illiteracy exacts a toll in human suffering. Many basic social forces have perpetuated the problem of illiteracy and will, in the absence of effective interventions, continue to do so. Many individuals are part of cultural groups in which reading does not play a significant role in obtaining information. Children living in these cultures do not read because reading is irrelevant to their out-of-school activities--interactions that comprise a major portion of their existence.

The Problem in Indiana

According to the 1980 census, 34 percent of the adults over age 25 living in Indiana do not have a high school diploma. An estimated 20 percent of all Indiana adults are not competent to perform basic literacy tasks needed to function independently in contemporary society. This means that one out of every five Indiana adults cannot perform such tasks as reading classified advertisements, consulting bus schedules, voting intelligently, or completing job applications.

The adult educational level in Indiana, along with a rapid decline in jobs for semi-skilled workers, created an employment crisis during the recession of the early 1980s. Today, many unemployed workers, as well as those likely to become unemployed in the near future, lack the basic skills they need to succeed in available retraining programs. Between 50-75 percent of these people lack adequate reading, computation, communication, and interpersonal skills, as well as the self-motivation and self-confidence necessary to benefit from such programs.

Indiana's adult illiteracy problem is not an isolated one, nor does it merely drain the state's tax revenues. The U.S. Bureau of Labor Statistics reports a direct correlation between the level of education of a state's work force and the state's economic health. Future economic development in Indiana will rely heavily on applying high technology to manufacturing and service industries already in business in Indiana, as well as on attracting new firms involved in computers, robotics, precision instruments, optics, and other cutting-edge technologies. But Indiana and its citizens will only benefit from these rapidly developing high-tech industries if the state can help attract and upgrade business and industry with a skilled--or at least readily trainable--work force.

The Indiana Solution

Recognition of the state's adult illiteracy problem resulted, in September 1983, in a joint news release by Governor Robert D. Orr and Superintendent of Public Instruction, Dr. Harold H. Negley. The news release announced the inception of the Indiana Adult Literacy Initiative and the formation of the Indiana Adult Literacy Coalition. The Indiana Adult Literacy Initiative is a plan to marshal human and other resources to reduce illiteracy in the state. The Indiana Adult Literacy Coalition is a task force appointed by the Governor to spearhead the Initiative.

The Coalition members constitute a partnership among educators, government officials, social service providers, business and labor leaders, and citizen volunteers. This group of loosely linked organizations recognizes common purposes and objectives and cooperates to achieve goals they might not achieve alone. Co-chairpersons of the Coalition's administrative committee, Linda Kolb of the Governor's Voluntary Action Program and Mary Grcich Williams of the Indiana Department of Education, Division of Adult and Community Education, coordinate the activities of the group. Initial members (1983-84) are listed in appendix A.

The Strategy

The Indiana Adult Literacy Initiative promotes four strategies for developing and implementing programs:

- o Volunteerism
- o Public-private sector partnerships
- o Networking among community members and adult education professionals
- o Instruction

Volunteerism. According to the National Coalition for Literacy, many successful approaches exist to improve adults' reading skills. Throughout the country, community-based literacy programs offer excellent models of what can be accomplished. Volunteers teamed with librarians, adult educators, and local groups working in libraries, businesses, and churches have amply demonstrated that illiteracy can be overcome. Adults can and do learn to read. Lives can and do change for the better.

Despite the fact that the know-how is available, however, the number of volunteers involved in most literacy programs has been far too small to have a real impact on the population of functional illiterates in Indiana. The Indiana Initiative therefore encourages the development and expansion of effective volunteer literacy programs in the state.

Partnerships. Functional illiteracy exacts a toll not only on the human condition, but also on the economic well-being of the community. To combat the problem, numerous partnerships have been established between the public and private sectors. Efforts are needed, however, both to maintain partnerships already in existence and to develop new ones. The Indiana Coalition is identifying successful model partnerships to assist these efforts.

Networking. Using existing resources effectively to improve adult literacy skills is possible only when Coalition members have effective communication linkages among themselves. Illiterate and functionally illiterate individuals are among the most difficult of any students to recruit and retain in an educational program. Through networking, Coalition members can enhance the quality of recruitment, referrals, and placement. Networking will also demonstrate not only the commonalities among the diverse groups working in this field, but the wealth of knowledge all have to share. The Indiana Initiative encourages the formation of local networks or consortia and promotes statewide communication via conferences, workshops, and newsletters.

Instruction. A pivotal element in reducing functional illiteracy is quality instruction. The Indiana Initiative identifies effective model instructional programs; develops standards for excellence; encourages the sharing of information about curricula, instructional materials, and effective teaching techniques; and promotes program staff development training opportunities.

Elements of a Successful State Coalition

The success of the Indiana Initiative may be attributed to the use of social change strategies that possess demonstrated effectiveness. These include the following:

- Obtaining support from the highest authority
- Building a communication and relationship network
- Obtaining administrative support and developing an administrative structure
- Developing a comprehensive plan
- Disseminating information about products to potential replicators

Obtaining Support from the Highest Authority

Gaining support from the highest levels of government and giving that support wide visibility are the essential first steps in launching a successful statewide adult literacy initiative. They legitimize the effort, provide vital financial and other resources, and encourage participation in local programs by lower governmental officials and influential community members. Thus, not only can top state

administrators make a significant personal contribution, they also can influence others to join in the effort. This multiplies the effects of these key leaders.

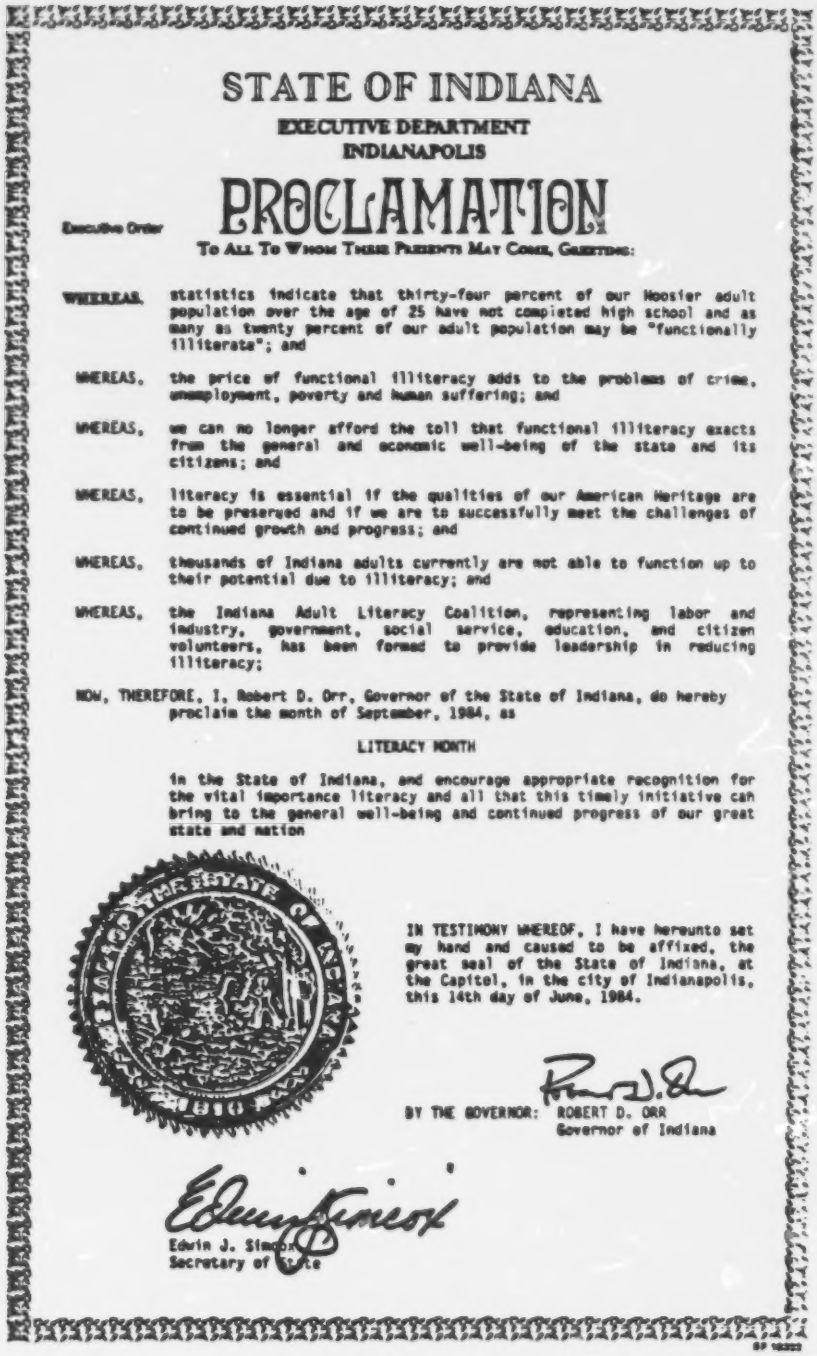
To accomplish this, the Indiana Initiative held a Governor's Conference in August, 1984 in the state capital, Indianapolis. Governor Robert D. Orr addressed the conferees and issued a proclamation declaring September 1984 Adult Literacy Month in the state (see figure 1). Wide coverage by both print and electronic media helped communicate the Governor's support of the adult literacy initiative to the public. (The registration brochure and Conference agenda are reproduced in appendix B.)

Building a Communication and Relationship Network

Once the literacy initiative had the widely promoted backing of the Governor of Indiana and other noted officials, the next task was to build a statewide network to facilitate good communications and establish cooperative relationships among involved persons. Indiana's most talented and dedicated citizens, government officials, and representatives of groups active in the service and advocacy of adult literacy were targeted for involvement.

The Coalition adopted three major strategies to build the statewide network: (1) building Coalition membership by seeking and obtaining the involvement of the diverse groups and individuals in positions to assist the progress of the literacy initiative, (2) selecting exemplary adult literacy programs already operating in the state that would serve as models for other local efforts soon to begin, and (3) publicizing and making available information on existing model literacy efforts both within and outside of Indiana.

Building Coalition membership. Coalition planners first identified the groups or people most likely to have a strong beneficial impact on building an effective statewide literacy network. These groups and individuals not only work with local or regional literacy programs, they also willingly share their approaches, materials, and insights with concerned persons across Indiana. Talented program and instructional material developers, instructors, and other creative, dedicated people are vital network members. Experts on networking processes helped to design and continue to maintain network communications via newsletters and promotional activities. Finally, persons representing the adult learner population--nonliterate individuals, both employed and unemployed--participate in the network as spokespersons for their group, the clients served by the initiative.



STATE OF INDIANA

EXECUTIVE DEPARTMENT
INDIANAPOLIS

Executive Order

PROCLAMATION

To All To Whom These Presents May Come, Greetings:

WHEREAS, statistics indicate that thirty-four percent of our Hoosier adult population over the age of 25 have not completed high school and as many as twenty percent of our adult population may be "functionally illiterate"; and

WHEREAS, the price of functional illiteracy adds to the problems of crime, unemployment, poverty and human suffering; and

WHEREAS, we can no longer afford the toll that functional illiteracy exacts from the general and economic well-being of the state and its citizens; and

WHEREAS, literacy is essential if the qualities of our American Heritage are to be preserved and if we are to successfully meet the challenges of continued growth and progress; and

WHEREAS, thousands of Indiana adults currently are not able to function up to their potential due to illiteracy; and

WHEREAS, the Indiana Adult Literacy Coalition, representing labor and industry, government, social service, education, and citizen volunteers, has been formed to provide leadership in reducing illiteracy;

NOW, THEREFORE, I, Robert D. Orr, Governor of the State of Indiana, do hereby proclaim the month of September, 1984, as

LITERACY MONTH

in the State of Indiana, and encourage appropriate recognition for the vital importance literacy and all that this timely initiative can bring to the general well-being and continued progress of our great state and nation

IN TESTIMONY WHEREOF, I have hereunto set my hand and caused to be affixed, the great seal of the State of Indiana, at the Capitol, in the city of Indianapolis, this 14th day of June, 1984.

BY THE GOVERNOR: ROBERT D. ORR
Governor of Indiana

Edwin J. Simcox
Secretary of State

Figure 1. Indiana Governor Robert D. Orr's Proclamation of Literacy Month.

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Selecting model programs. The purpose of model program selection is to identify successful adult literacy programs in Indiana that can serve as inspirations and/or templates for other local programs in the initial stages of development. Eligible programs are defined as any group that delivers instruction designed to raise the literacy of adults to a functional level. Selections were made in both 1983-84 and 1984-85.

To be recognized as an Indiana Adult Literacy Coalition Exemplary Program, applicants must be outstanding in one of the following categories:

- o Use of volunteers. This category includes a program's specific procedures to recruit, train, manage, evaluate, and recognize volunteers. Examples of these procedures include mass mailings, presentations to civic groups, pre-service and in-service training activities, communications with volunteers, service record keeping procedures, approaches to identifying effective volunteers, and plans to recognize all voluntary efforts.

- o Instructional methods. The instructional category involves all elements of the literacy instructional effort, including methods to recruit students, testing and diagnostic procedures, counseling, goal setting with students, teacher in-service materials used, instructional activities, use of community resources, grouping of students, and so forth.

- o Public and private sector partnerships. The partnership category refers to any exemplary partnership between the literacy program and another institution, agency, organization, business, industry, governmental unit, church, university, or other group, and include how both groups benefit by the partnership arrangement.

Identification of the first model programs in Indiana actually began prior to the 1984 Governor's Conference. The recognized programs received awards from Governor Orr at the conference and program representatives discussed salient program elements. Seven exemplary programs were selected in 1984 in the following three categories:

- o Exemplary instructional programs:

  - School City of Hammond Adult Education Program, Hammond Area Career Center; Hammond, Indiana;

  - Monroe Community School Corporation Adult Basic Education Program; Bloomington, Indiana

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- Vincennes University Adult Basic Education Program; Vincennes, Indiana

o Exemplary partnerships:

- Lafayette Adult Reading Academy Community-Wide Partnership Program; Lafayette, Indiana

- Marshall County Adult Basic Education Program and McCord Corporation Partnership; Plymouth, Indiana

o Exemplary volunteer programs:

- Fort Wayne Literacy Council, Incorporated; Fort Wayne, Indiana

- Evansville Regional Reading Aid; Newburgh, Indiana

A brief profile of each model program appears in appendix C. Two additional categories were added in 1984-85.

Publicizing and building support for the Coalition. Crucial tasks for the Coalition network are to gain public attention and support for the literacy initiative, attract volunteer members and groups to the Coalition, make potential clients aware of literacy improvement opportunities, and promote the sharing of information and materials among Coalition members. To accomplish this, the Coalition undertook a variety of promotional and informational activities, including the following:

o A volunteer Speaker's Bureau

o Two Coalition newsletters

o Governor's Regional Workshops

o The Indiana Literacy Month Handbook

o An Indiana Adult Literacy Clearinghouse

o "Second Chance," a video documentary

o Brochures, articles, and news releases

The Speaker's Bureau. To raise public awareness about adult illiteracy, the Coalition formed a volunteer Speaker's Bureau. Volunteer speakers address any interested group free of charge and with no honorarium. Presentations run about 30 minutes.

To assist the volunteer speakers, the Coalition developed a Speaker's Bureau Information Packet containing (1) a

Speaker's Bureau flyer to help publicize the availability of the service, (2) a list of tips and suggestions for effective presentations, (3) a list of standard operating procedures governing the Bureau administrators' roles and responsibilities in organizing speaking engagements, (4) a basic script for speakers' use, and (5) a packet of transparency masters to augment the presentations.

The script and transparencies use a variety of startling facts to illustrate the adult illiteracy problem. A few of these facts follow:

- The United States currently ranks 49th among 158 United Nations members in terms of the percentage of citizens who are functionally illiterate. Back in 1950, the United States ranked 31st.

- The United States functional illiteracy rate is three times that of the U.S.S.R. and five times that of Cuba.

- Reading a driver's license manual requires a 6th grade reading level. Reading the instructions on an aspirin bottle requires a 10th grade reading level, and reading an insurance policy or apartment lease requires 12th grade or higher reading skills.

- Current adult literacy programs are reaching only about 4 percent of those in need.

The Speaker's Bureau is administered for the Coalition by the Indiana Department of Education, Division of Adult and Community Education.

The Coalition newsletters. Vital elements of the Coalition's outreach to its members and other concerned groups and individuals are its newsletters, the Coalition News and the Literacy Letter.

The Indiana Department of Education, Divison of Adult and Community Education, publishes the Coalition News approximately every month. The newsletter is the Coalition's internal networking organ. Therefore, it is comprised of articles about Coalition plans and activities. A sample issue appears in appendix D.

Published approximately quarterly, the Literacy Letter has a broader outreach, going not only to network members, but also to libraries, educational institutions, and other interested organizations and individuals. Articles disseminate information on Coalition activities and events, as well as national and state literacy programs, issues, and other items of interest.

Samples of the kinds of articles appearing in the Literacy Letter (August 1984 issue) are as follows:

- o "Public/Private Partnerships"
- o "Networks Support New Castle Adult Education"
- o "Community Services Block Grant Funds Literacy"
- o "National Ad Campaign Ready"
- o "Partnerships Work in Warsaw"
- o "Reactors Confirmed for Governor's Conference"
- o "Need a Speaker?"
- o A facsimile of the Governor's Proclamation establishing September 1984 as Indiana Literacy Month
- o News and relevant resources

Governor's Regional Workshops. One of the most successful Coalition activities was the 1985 series of "Governor's Regional Workshops" held at seven locations around the state. The workshops were designed around the following four objectives:

- o To increase the awareness level of the adult illiteracy problem
- o To provide information, training, and resources for literacy programs throughout the state
- o To provide an opportunity for volunteers, educators, and community members to exchange ideas
- o To give regional visibility and recognition to existing literacy efforts

The workshops--held in Crawfordsville, Columbus (Indiana), Evansville, Hammond, Indianapolis, New Castle, and Warsaw--each ran a half day or longer. Agendas typically included a roundtable discussion (e.g., "Economics of Illiteracy"), several concurrent offerings (e.g., "Volunteer Management for Literacy Programs," "Self-Esteem and Intervention," "The Indiana Model for Literacy"), and a workshop evaluation by the attendees. Figure 2 shows the general agenda and registration form for the workshops.

Workshop participants each received a copy of The Literacy Instructor's Survival Kit, an invaluable collection of resources and ideas for practitioners serving adult

GOVERNOR'S REGIONAL WORKSHOPS

LITERACY IN INDIANA - THE ISSUE OF THE EIGHTIES

WORKSHOP GOALS

To increase the awareness level of the adult illiteracy problem.

To provide information, training and resources for literacy programs throughout the state.

To provide an opportunity for volunteers, educators and community members to exchange ideas.

To give regional visibility and recognition to existing literacy efforts.

DATES AND LOCATIONS

CRAWFORDSVILLE - Public Library - Friday, April 12

WARSAW - Holiday Inn - Friday, April 19

NEW CASTLE - Area Vocational Schools - Friday, May 10

INDIANAPOLIS - Marion County Public Library - Wednesday, May 15

EVANSVILLE - University of Evansville - Friday, May 17

HAMMOND - Area Career Center - Wednesday, May 29

COLUMBUS - McDowell Adult Education Center - Friday, May 31

AGENDA FOR EACH LOCATION

9:00 a.m.	Registration
9:30 — 9:50 a.m.	Welcome, Opening Remarks, Workshop Overview
10:00 — 11:10 a.m.	Concurrent Offerings
	1. Volunteer Management for Literacy Programs
	2. Indiana Model for Literacy
	Literacy - A mix of Methods
	Idea Exchange
11:10 — 11:30 a.m.	Refreshment Break
11:30 — 12:00 p.m.	Roundtable Discussion
12:00 — 12:30 p.m.	Roundtable Wrap-Up
	Closing Remarks
	Evaluation and Adjournment

REGISTRATION FORM

Name _____

Address _____ (Street) _____ (City) _____ (Zip)

Representing _____ Phone _____

I plan to attend: **Registration fee is $3.00**

Date _____ City _____ Please send map _____

Make checks payable to Indiana Association for Adult and Continuing Education and return to:

Indiana Adult Education Resource Center
1500 East Michigan Street
Indianapolis, Indiana 46201

Registration 1 week prior to the event in your city will guarantee your participation. Sorry . . . we can give no refund. (For questions call 1-800-624-7585 or 266-4850).

Figure 2. General agenda and registration form for the 1985 Governor's Regional Workshops.

literacy programs. The document, assembled from various other sources, includes the following items (among others):

- o "Resources for Adult Literacy" (Resource & Referral Service Mini-List)
- o "How to Form a State or Local Literacy Coalition"
- o "How to Form a Community Volunteer Literacy Program"
- o "How to Tutor without Belonging to an Organization"
- o "Highlighting to Simplify Reading"
- o "Ten Different Ways to Teach Reading"
- o "Using the Newspaper to Teach Reading"

The workshops were well attended. For example, 88 people attended the May 1985 workshop in Hammond, Indiana. The New Castle workshop attracted good attendance by featuring Mrs. George Bush, wife of the Vice-President (and honorary chairperson of the Coalition), as the keynote speaker. Registration fees were kept low; the typical fee was $3-5, including lunch.

The Indiana Literacy Month Handbook. The purpose of this 1985 handbook is to help local literacy groups take advantage of the opportunities presented by Indiana's annual Literacy Month to acquaint the public with national, state, and local problems of illiteracy. The handbook is designed to be used by libraries, adult education centers, Literacy Volunteers' groups, and others.

In order to assist in the local literacy campaigns, the handbook offers the following:

- o A chapter on "Planning a Successful Literacy Campaign: Seven Steps"
- o Suggestions for Literacy Month programs and activities
- o Guidelines and aids for developing publicity
- o Highlights from notable speeches on illiteracy issues
- o A list of local adult education programs in Indiana in 1984-85
- o Fact sheets and samples of press releases, flyers, posters, and other resources

The Indiana Adult Literacy Clearinghouse. An important element of the statewide Coalition effort is the Indiana Adult Literacy Clearinghouse, newly developed by the Coalition's resource development subcommittee. The Clearinghouse seeks to accomplish the following two objectives:

- To serve as an information/communication link for all Indiana literacy efforts
- To develop systems, materials, and/or strategies to encourage the utilization of the resource cadre, the development of local literacy coalitions, and the establishment of volunteer literacy programs

The Clearinghouse is expected to be housed at the Indiana Adult Education Resource Center, a center for adult basic education teachers funded by the Indiana Department of Education and located in Indianapolis. The Clearinghouse will make its services available across the state via (1) a brochure describing available services; (2) a toll-free hotline to access and link users; (3) a computer-based system to store, retrieve, and print out information in response to requests; and (4) a monthly bulletin/calendar.

Planners for the Clearinghouse have identified the following areas in which to focus information and materials collection efforts:

- Literacy providers
- Resource cadre
- Local coalitions
- Affiliated groups
- Model programs
- Material resources
- Training opportunities
- Funding resources
- State coalition activities

The "Second Chance" video. This one-hour videotape documentary, planned for release to Indiana broadcasting stations (public, commercial, cable, and public access), will give "a comprehensive overview of illiteracy in Indiana plus information about alternative solutions to illiteracy proven successful." In addition to being shown on television, the videotape will also be used by Coalition members and made

available to libraries. Plans for production of the videotape call for cosponsorship by the Coalition and the Indiana University Radio and Television Service.

Brochures, articles, and news releases. Brochures, articles for publication in newspapers and magazines, and news releases are all important tools for getting the word about the adult illiteracy problem and the state and local Coalition efforts out to the public.

One of the early activities of the Coalition was to design, print, and distribute a general brochure about the Coalition itself. The brochure uses appealing photographs of adult education themes along with brief paragraphs about "The Price of Illiteracy," "The Indiana Solution," "The Indiana Strategy," and "How Can I Be a Part of the Literacy Initiative?" The brochure is intended to communicate with potential clients (i.e., adults with literacy problems), potential literacy tutors, potential contributors of funds, and persons interested in receiving Coalition mailings.

The Coalition also prepares press releases, usually tied into specific activities such as Literacy Month, the Governor's Regional Workshops, and other Coalition events. The Coalition also prepares "generic" press releases to help local programs advertise their own activities and events. Figure 3 shows a sample "fill-in-the-blanks" press release for a local Literacy Month workshop.

Such press releases and other publicity efforts have reaped excellent coverage of illiteracy issues and Coalition events by the media. Appendix E contains some of these feature articles that appeared in local newspapers.

Obtaining Administrative Support and Developing an Administrative Structure

High on the list of Coalition priorities was the need to establish an administrative structure and staff that could efficiently and effectively put the Coalition's plans into operation. This staff would also be charged with maintaining the momentum of the Coalition and keeping it on target. To achieve this, the Coalition co-chairpersons and others assisting them early in the Coalition's existence undertook four important tasks:

- Enlisting prominent agency heads to provide staff support and services
- Developing a volunteer coalition representing all relevant groups

FOR IMMEDIATE RELEASE

To: All Editors

From: (Name, Address of your group)

Event: Information on Literacy

Date: (Date of release; ask editor when she/he wants materials)

Contact: (Your name or the name of someone else working with you, and phone number)

"Most people do not realize how widespread the problem of illiteracy is," says (director's name), director of (your group). "Illiteracy compounds the social problems of poverty, crime, and poor health," (director's name) adds.

Thirty-four percent of the adults over age 25 in Indiana do not have a high school diploma, according to the 1980 Census. Twenty percent of the adults in this state are not competent to perform tasks essential to functioning independently in American society, such as reading "want ads," understanding a bus schedule, or filling out a job application. In the United States, more than 26 million adults fill the illiterate ranks.

A group of (#) trained volunteer tutors, who form the (group name), is fighting illiteracy in (your area).

(Your group name) is planning a training workshop on (date) for new volunteers in conjunction with International Literacy Day, September 8, 1985.

"We hope to train at least (#) new volunteers at the workshop," says (director's name). "In (year), (your group name) taught basic reading and writing skills to (#) adults in (your area)," according to (your director's name).

To volunteer, or for more information about (your group name), call (director's name) at (phone number).

Figure 3. Sample press release for a local Literacy Month activity.

- o Creating a climate of shared responsibility for Coalition outcomes

- o Establishing committees to address specific problems or activities

Enlisting staff support. The very first goal of the Indiana Adult Literacy Initiative effort was establishing a 25-member task force to plan and coordinate statewide Coalition activities. Governor Orr appointed the Coalition members, beginning with co-chairpersons Mary Grcich Williams of the Division of Adult and Community Education, Indiana Department of Education, and Linda Kolb of the Governor's Voluntary Action Program. Other Coalition task force members were drawn from prominent agencies, such as the National Assault on Illiteracy, the United Way of Indiana, ACTION, Indiana University, the Hispano-American Multi-Service Center, the Indiana Literacy Coordinating Committee, the Portage Township Schools Adult Education Programs, the Indianapolis Urban League, and other organizations. A number of members represented private sector organizations, such as Dalton Foundries, Lilly Endowment, and B. Dalton Booksellers.

In the initial phase of establishing the Coalition, the task force met five times to explore the state's literacy problem, monitor the progress of committees and subcommittees, and engage in long-range planning.

Developing a Coalition of all relevant groups. As mentioned in an earlier section, a major priority for early Coalition planners was to identify and recruit groups around the state that were concerned about adult literacy. Their goal was to develop a wide-reaching statewide volunteer network to help carry out the Indiana Adult Literacy Initiative.

Planners recognized that there are limits to the number of persons who can serve effectively on a coordinating task force. They also recognized that the Coalition needed many other individuals to lend their expertise and enthusiasm to the Initiative. Many of these people are associated with specific local literacy efforts (e.g., the Lafayette Adult Reading Academy, Vincennes University Adult Education Program, and others). A number of early efforts sought to recruit these people, who were called on for subcommittee work, conference or workshop support, publicity, and other Coalition activities.

The kinds of groups especially targeted to become part of the Coalition network were those working with volunteer literacy groups, libraries, adult basic education programs, voluntary agencies, "affiliate" literacy groups (e.g., the

American Association of University Women, the Indiana Affiliate of Teachers of English to Speakers of Other Languages, local chapters of Altrusa International, the Indiana Association for Adult and Continuing Education, etc.), and business and industry. Also targeted were local literacy coalitions, both established and new, such as those centered in Bloomington, Evansville, Michigan City, Muncie, New Castle, Noble County, and Shelbyville.

Creating a climate of shared responsibility. Coalition administrators made conscious efforts to create a climate within the Coalition of shared responsibility for the effort's outcomes. Critical to this was forming a shared vision or dream of the future for the efforts of the Coalition. The Coalition leadership did this by providing the opportunity for all Coalition members to have input into the 10-year plan (to be discussed in detail in a later section). Coalition leaders also deliberately encouraged considerable personal commitment and initiative on the part of Coalition members. As a result, many members have since gone through tutor training, taken initiative to develop communications with other groups, begun their own local coalitions and programs without direct Coalition assistance, served as volunteers for the Speaker's Bureau, and developed their own local speaker's bureaus.

The Coalition has likewise fostered a personal sense of ownership among its members for Coalition efforts. It has done this by recognizing exemplary programs each year, featuring articles on Coalition members' relevant activities and accomplishments in the Literacy Letter newsletter, and encouraging local recognition through regional workshops.

Establishing committees to address specific problems. For the first year's activities (Phase I of the Initiative), the Coalition established four committees in order to divide the work necessary to getting the Coalition organized and operating. These small task forces were as follows:

- **Administrative committee.** This committee, headed by the Coalition co-chairpersons, met on a weekly or monthly basis (as needed) to complete the following activities:
  - Help the co-chairpersons establish meeting agendas, identify necessary resources, and conduct Coalition meetings
  - Oversee the work of the other committees and subcommittees and support their efforts

- Serve as the liaison between the Coalition and members of the press or public seeking more information about the project

- Address the financial concerns of the Coalition.

o **Assessment committee.** This committee conducted most of the information-gathering activities of the Coalition to accomplish the following tasks:

- Assess the extent of literacy training and volunteerism in the state

- Collect data about the numbers of programs, volunteers, and adult students

- Establish the criteria, solicit nominations, and help identify the exemplary programs to serve as models for statewide replication

o **Conference planning committee.** This committee and its subcommittees dealt with all aspects of organizing the 1984 Governor's Conference, including the following activities:

- Develop the Conference purpose statement

- Develop the program, including inviting keynote speakers (such as Governor Orr), preparing the agenda and program book, designing publicity, dealing with the press, and so forth

- Select the site for the conference

- Develop the Conference evaluation methodology

- Conduct the actual conference (August 1984)

o **Publicity/public information committee.** This committee developed and carried out publicity and public information activities, including the following tasks:

- Establish and operate in-house and outreach newsletters with the aid of an editorial board

- Draft the Governor's proclamation of Indiana Literacy Month (September 1984)

- Develop the award-winning general information brochure on the statewide Initiative

- Respond to requests from the public and press for information on the Initiative and Coalition

The Initiative's Phase II plan, adopted in November 1984, reorganized the Coalition committees as follows:

- **Administrative committee.** The administrative committee's tasks remain essentially the same, except that fund-raising activities are handled by a separate committee. The Administrative committee's meetings are now held bi-monthly, alternating months with the full Coalition meeting.

- **Assessment and recognition committee.** This committee's tasks are to continue to identify and recognize effective Indiana adult literacy programs and practices and to identify and recognize local literacy coalitions

- **Education and training committee.** This group's tasks are to determine what adult literacy training is already available, to organize workshops or conferences to meet identified needs, to encourage other potential literacy providers to develop training programs, and to disseminate the "Indiana Model for Literacy."

- **Private sector linkages committee.** The linkage committee's tasks are to develop action strategies to promote partnerships with the private sector and to implement and disseminate information about these partnerships as appropriate.

- **Public awareness committee.** This committee's tasks include developing strategies to enlist the involvement of affiliated groups, monitoring and helping implement the national awareness campaign, monitoring and reporting on legislative developments, publishing the Coalition News and Literacy Letter newsletters, developing the Indiana Literacy Month Handbook, marketing the Speaker's Bureau, developing the "Second Chance" video documentary, and developing press releases on Coalition activities and literacy issues.

- **Resource development committee.** Resource development tasks include developing an Indiana directory of adult literacy programs; developing the "resource cadre" of volunteers to provide consulting, training, and technical assistance; encouraging the development of local literacy coalitions; and encouraging the establishment of volunteer literacy programs.

- **Long-range planning committee.** Planning (discussed in more detail in a later section) involves overseeing the completion of a 10-year plan for adult literacy in the state and recommending a means of coordinating literacy efforts around the state once the Coalition disbands.

- o Fund-raising committee. This group's activities are designed to secure the funds needed to carry out Coalition activities and to work closely with individual committee chairpersons to identify needs, fund-raising methods, and potential sources of funds.

Membership on the Coalition task force remains between 25-35 people. Membership is by invitation of the Governor, with nominations submitted by the State Superintendent of Public Instruction.

Developing an Overall Plan

Concurrent with much of the work mentioned earlier, the Coalition developed an overall plan (Phase I) to guide its approach and strategies in implementing the statewide initiative in 1983-84. In November of 1984, Governor Orr granted a one-year extension for the Coalition, which then developed its Phase II plan.

The new plan refines the Coalition's overall strategies for action and revises some of its internal administrative structure to address evolving needs. For example, the Phase II plan reorganizes the administrative committees and specifies their tasks, as discussed in the last section. In addition, the Phase II plan establishes short-range tasks to be accomplished in 1984-85, as well as long-range goals to be addressed between 1984 and 1994.

The 10-year plan. The long-range planning committee was charged with overseeing the completion of a 10-year plan to reduce significantly the number of Indiana citizens who are functionally illiterate by the end of that time. The committee went through a number of iterations of the plan, which specifies goals as well as the strategies or tasks to accomplish them.

The committee prepared a draft of preliminary suggestions for the long-range plan and submitted it to knowledgeable people around the state for their critique and feedback. Coalition members were also invited to comment and make suggestions. Many of the preliminary goals and tasks derived from an ideal "1994 Scenario" developed to envision what Coalition members would like the literacy situation in the state to be after 10 years of effort. The committee developed a revised draft of 10-year goals and submitted it to Governor Orr and the Coalition.

The final draft of the major goals of the 10-year plan was incorporated into the Phase II plan for the Initiative. A full plan, with subgoals, objectives, and a timetable for implementation, was published in the fall of 1985.

Expectations are that some of the goals will be addressed soon, but others will take more time. Also, the goals "will be accomplished to varying degrees and at different rates through local communities." Finally, the Coalition is not to implement these goals itself, but rather is to act as a catalyst, "inspiring and enabling the various agencies, organizations, and individuals to undertake appropriate responsibility for fulfilling the long-range plan."

Figure 4 lists the 10-year goals for the Indiana Adult Literacy Initiative.

Disseminating Information about Products to Potential Replicators

The Coalition's education and training committee has most of the responsibility for disseminating the "Indiana Model for Literacy." What this means is publicizing and sharing information and developing products (booklets, guides, instructional materials, etc.) about effective adult literacy programs, as found in the exemplary models recognized throughout the state. Dissemination also includes materials on state and national literacy issues. This information sharing extends to groups interested in setting up new programs, as well as groups concerned about improving their existing programs.

The Speaker's Bureau is an important in-state instrument for dissemination, as are workshops, press releases, the "Second Chance" video, and other Coalition efforts. Another important dissemination method is presentations at conferences of other interested organizations. For example, some of the events at which Coalition members have given speeches include the Indiana Adult Education Conference, the state conference of the American Association of University Women, the National Adult Education Conference, and the annual conference of the International Reading Association. In addition, Coalition members develop articles about the Indiana Initiative for the journals and newsletters of other concerned organizations.

Numerous Indiana literacy efforts have profited from the Coalition's dissemination efforts. An example is the Shelby County Literacy Coalition, established in 1984 and based on Indiana Coalition recommendations. Other states have also investigated the Indiana Coalition and adopted its literacy plan and approach. Arizona has not only adopted the Indiana plan, it has also incorporated the Coalition's logo into its own. Michigan has adapted much of the Coalition's plan and structure for its own Michigan Adult Literacy Initiative, an ambitious plan to reduce illiteracy in that state by 50 percent within five years.

GOAL A: TO MAKE LITERACY INSTRUCTION AVAILABLE TO ADULTS IN EVERY INDIANA COMMUNITY

A.1. Establish a statewide coalition to facilitate the involvement of agencies and organizations in providing a state leadership presence for the purpose of encouraging and supporting local literacy efforts.

A.2. Provide literacy instruction through a variety of sites, including schools, public libraries, volunteer literacy organizations, churchs, business and industry, labor unions, prisons and jails.

A.3. Establish student and volunteer referrel networks composed of individuals, public agencies, and private sector groups.

A.4. Conduct research on literacy needs and problems.

A.5. Secure adequate funds for literacy programs.

GOAL B: TO COORDINATE AND IMPROVE LOCAL LITERACY INSTRUCTION EFFORTS

B.1. Develop local coalitions to facilitate the coordination and improvement of literacy services.

B.2. Develop criteria with which local literacy coalitions and providers can assess their programs.

B.3. Disseminate information to every community on organization, instruction, etc., using traditional and computerized methods.

B.4. Provide training, staff development, and consultation for both paid staff and volunteers in literacy programs.

B.5. Provide instruction which relates directly to the needs and interests of the learner and to the competencies needed in jobs and everyday life, and which is sensitive to the needs and life situations of different segments of the population.

Figure 4. The Indiana Adult Literacy Initiative 10-year goals.

B.6. Expand effective approaches to literacy instruction available for use by literacy providers.

B.7. Develop computer-based access to statewide diagnostic and remedial service.

GOAL C: TO ADVOCATE THE IMPORTANCE OF LITERACY

C.1. Integrate literacy into lifelong learning.

C.2. Inform the general public of literacy needs and opportunities through a broad-based public information program.

C.3. Include adult literacy in state and national educational policy.

Figure 4, continued

Thirteen "Secrets of Success"

Coalition members have extensive experience with what makes a state literacy initiative work. The following suggestions are what the Coalition believes are its "secrets of success:"

1. Develop and use an overall plan for the initiative, as well as committee work plans and effective management tools. All efforts should continually refer to the overall plan, which should provide a framework and philosophy to guide decisions and actions.

2. Design the Coalition as a volunteer group--and not as the instrument of any one agency.

3. Draw central staff and administrative support and services from two (or more) leading state agencies.

4. Get support from the "top"-- the state governor, the state superintendent of public instruction, and the like.

5. Plan carefully and target the most effective people to serve in leadership and other important roles. Effective people include those with clout, recognized talent, and connections with key groups. Avoid elitism--do not exclude any group. Match talents carefully with tasks for leadership roles.

6. Solicit the participation of nonliterate individuals as spokespersons for the client group.

7. Acknowledge any prior work upon which you are building, local or otherwise. Do not take credit for others' accomplishments.

8. Structure task forces to work independently for best effect. Encourage committees to take the initiative despite "lack of resources"--they will find the resources.

9. Emphasize the importance of quality work products. This attitude must pervade the Coalition, including the leadership and all work groups.

10. Design an effective governance or organizational structure for the Coalition to enable it to function as a central task force for statewide efforts. Committees should have broad membership beyond the central task force. Choose chairperson(s) and convenor(s) who are "turf neutral." Appoint an administrative committee consisting of staff and committee chairpersons. Establish and maintain a dependable internal communication tool (e.g., newsletter).

11. Identify (or develop) products or programs that can serve as models for other local efforts. Develop means to encourage others to adopt these models.

12. Create a climate of shared responsibility for the Coalition's outcomes.

13. Use a planning process that stimulates Coalition participants to envision an ideal future evolving from their efforts, and foster a sense of ownership of those efforts among all participants.

APPENDIX A

INITIAL COALITION MEMBERS, 1983-84

Coalition Chairperson

Suzanne Zinser, Indiana School Boards Association, Carmel

Co-Chairpersons, Administrative Committee

Linda Kolb, Governor's Voluntary Action Program, Indianapolis
Mary Williams, Department of Education, Division of Adult and Community Education, Indianapolis

Coalition Members

Sally Beasley, Public Action in Correctional Effort, Sheridan
Virginia Blankenbaker, State Senator, Indianapolis
Mary Bolling, National Assault on Illiteracy, Gary
Arturo Bustamonte, Hispano-American Multi-Service Center, Indianapolis
Matt Dalton, Dalton Foundries, Warsaw/Chairman, State Chamber of Commerce
Alan Garinger, Indiana Community Education Association, Selma
Thomas Haskett, ACTION, Indianapolis
Betty Johnson, Department of Education, Division of Reading Effectiveness, Indianapolis
Sam Jones, Indianapolis Urban League, Indianapolis
Sara Laughlin, Stonehills Area Library Services Authority, Bloomington
JoDell Main, Southeastern Area Vocational School, Versailles
Marian Marasco, Lake Area United Voluntary Action Center, Griffith
Ray Michel, B. Dalton Bookseller, Indianapolis
Raymond Musselman, State Representative, Peru
Ann McDermott, Monroe County Community School Corporation, Adult Education, Bloomington
Joan McNagny, Ivy Tech, Fort Wayne/State Board of Education
Anabel Newman, Indiana University, Bloomington
Irene Nowak, Literacy Volunteers of America, Chesterton
Gordon St. Angelo, Lilly Endowment, Indianapolis/United Way of Indiana
Jeanne Silliman, Indiana Literacy Coordinating Committee, Newburgh
Joseph Slash, Deputy Mayor, Indianapolis
Timmi Steinbruegge, Indiana Teachers of English to Speakers of Other Languages, Indianapolis
Kenneth Woodruff, Portage Township Schools, Adult Education, Portage
Max Wright, Indiana AFL-CIO, Indianapolis

Subcommittee Members

Carlotta Anderson, Indianapolis
Gene Anderson, Newburgh
Barbara Bevelhimer, Logansport
Clyde Black, Richmond
LaVon Coate, Vincennes
Richard Deputy, Fort Wayne
Joe DiLaura, Indianapolis
Judy Greeson, Crawfordsville
Donna Hanley, Bloomington
Mary Harper, Indianapolis
Lynn Hendricks, Indianapolis
Linda Hogan, Indianapolis
Eva Hopp, Terre Haute
Ruth Huffman, Indianapolis
Andi Hyatt, Marion
Jon Jones, Indianapolis
Beth Lentz, Syracuse
Mark McCoskey, Indianapolis
Gary McFarren, Bluffton
Rhonda McFarren, Bluffton
Carol McKirgan, South Bend
Ted McKnight, Indianapolis
David Painter, New Castle
Sandra Painter, New Castle
Margo Sanida, Portage
JoAnne Vorst, Lafayette
Linda Warner, Indianapolis
Steve Watson, Hammond
David Wilkinson, Indianapolis
Danny Wood, Indianapolis
George Wood, Muncie

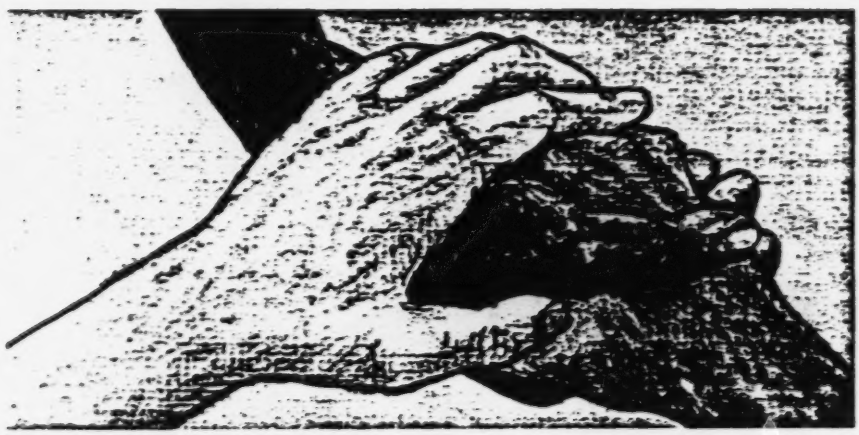
APPENDIX B

1984 GOVERNOR'S CONFERENCE BROCHURE AND AGENDA

Governor's Conference: Partnerships for Adult Literacy

sponsored by:
Governor's Voluntary Action Program
Indiana Adult Literacy Coalition
Indiana Department of Education

August 14-16, 1984
Hilton at the Circle — Indianapolis, Indiana



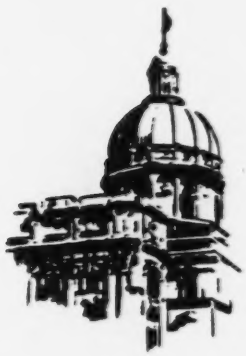
Conference Highlights

- Major Addresses by Governor Robert D. Orr and State Superintendent Harold H. Negley on Literacy in Indiana
- Governor's Recognition of Exemplary Literacy Partnerships, Volunteerism and Instruction
- Dr. Violet Malone, Chairman of the National Coalition on Literacy, keynotes: "The Human Cost of Illiteracy"
- Sessions on:
  - Partnerships
  - Volunteerism
  - Instructional Techniques
  - Effecting Literacy in the Community

A conference for you that provides opportunities to:

- Design strategies and methods to involve local citizens in new ways to solve literacy problems.
- Examine, in depth, several innovative ways Indiana communities are involving citizens in addressing literacy problems.
- Celebrate the selection and recognition of exemplary literacy programs by Governor Orr and State Superintendent Harold H. Negley and learn the criteria by which your efforts could be eligible for recognition.
- Learn of the resources and assistance available to your community for literacy programs.
- Benefit from initiatives presented by the Governor, State Superintendent and other national leaders and discussion of the need for increased citizen involvement.
- Explore new ideas and perspectives about the importance of citizen involvement and about what people can do as volunteers.

Capitol Commentary



Governor Robert D. Orr and Superintendent Harold H. Negley

Our goal should be no less than a literate America which is prepared to respond to the challenges and demands of our times. It is incumbent on all governments, agencies, educators and dedicated volunteers to encourage and assist our citizens to develop the skills needed to become fully literate.

Registration Form

Governor's Conference: Partnerships for Adult Literacy

Name _____

Address _____
Street City Zip

Representing _____ (Phone) _____

Registration: Make check payable to **Indiana Adult Literacy Initiative** at $50 per participant. This fee covers registration, conference materials, instructional costs, and meals. Preregistration by August 6, 1984 will ensure your participation. Limited registrations will be accepted on the day of the conference. Sorry. . .we can give no refund, full or partial.

Please return to:
The Governor's Voluntary Action Program
Room 114 State House
Indianapolis, IN 46204

BEST COPY AVAILABLE

Agenda

Tuesday, August 14, 1984

4:30 p.m.	Registration Center Opens
6:30 p.m.	Dinner Remarks: State Superintendent Harold H. Negley Keynote Address: Governor Robert D. Orr

Wednesday, August 15, 1984

8:00 a.m.	Registration Center Opens
9:00 a.m. — 9:15 a.m.	Welcome, Conference Overview,
9:15 a.m. — 10:00 a.m.	Keynote Address: Dr. Violet Malone "The Human Cost of Illiteracy"
10:00 a.m. — 11:15 a.m.	**Reactor Presentations** A. Literacy and the Family B. Literacy and Employability C. Literacy and Health D. Literacy and Social Welfare E. Literacy: A Student's Perspective
11:15 a.m. — 12:00 p.m.	Questions and Discussion
12:15 p.m.	Luncheon Keynote Address: Sue Zinser Topic: "Literacy in Indiana — The Next Steps"
1:45 p.m. — 3:00 p.m.	11 Concurrent Sessions 1. Literacy and Libraries 2. Literacy and Corrections 3. Literacy and ESL/Bilingual Education 4. Literacy and the Workplace 5. Fort Wayne Literacy Council 6. Lafayette Reading Academy 7. Vincennes University Adult Basic Education 8. Monroe County Community School Corp. Adult Education 9. Marshall County Adult Basic Education, Inc. 10. School City of Hammond Adult Education 11. Evansville — Regional Reading Aid
3:20 p.m. — 4:35 p.m.	11 Concurrent Sessions (Same as above)
4:35 p.m. — 6:00 p.m.	Resource Exhibits and Film Festival
6:00 p.m.	Reception Honoring the Indiana Adult Literacy Coalition

Thursday, August 16, 1984

8:00 a.m.	Registration Center Opens
8:30 a.m. — 9:00 a.m.	A Model for Literacy
9:00 a.m. — 10:15 a.m.	Processes for Effecting Literacy in Your Community 6 Concurrent Sessions: 1. Community Assessment 2. A Volunteer Management System 3. Forming a Local Coalition 4. Forming Private-Public Partnerships 5. Public Awareness for Literacy 6. Resources: Where and How
10:30 a.m. — 11:45 a.m.	Regional Roundtables
12:00 p.m.	Governor's Awards for Exemplary Literacy Models
12:45 p.m.	Adjourn

Governor's Conference:

Partnerships for Adult Literacy

August 14-16, 1984
Indianapolis

Governor's Voluntary Action Program
State House — Room 114
Indianapolis, IN 46204

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EXAMINE mutual concerns and problems; **DESIGN** new ways to involve citizens in problem solving with community leaders and volunteers like yourself; **ENHANCE** your potential for innovative leadership through sound training from expert resources.

APPENDIX C

PROFILES OF COALITION EXEMPLARY PROGRAMS, 1984

Evansville Regional Reading Aid

Contact:

Mrs. Gene S. Anderson
Evansville Regional Reading Aid
218 State Street
Newburgh, IN 47630
(812) 853-8326

Program Description:

The purpose of the Evansville Regional Reading Aid is to teach undereducated adults how to read and write, which will in turn enable them to become more effective and productive individuals. The organization was founded in 1966 through the efforts of the Evansville YWCA and concerned citizens.

Since 1966, the program has served approximately 450 students with over 400 tutors in Vanderburgh County and surrounding communities. During the last year (1984), the program aided 75 adult students who previously had functioned below a 4th grade level. These students were served by 53 volunteer tutors. Regional Reading Aid is a not-for-profit organization with a volunteer board of directors and nine standing committees, including placement, publicity, newsletter, members-at-large, training, hospitality, telephone, finance, and nominating.

Evansville Regional Reading Aid has established a working relationship with the Evansville-Vanderburgh County School Corporation. The school corporation's adult basic education staff refers students to Regional Reading Aid for one-to-one instruction. In addition, cooperative efforts have been developed with Evansville Public Libraries, Rehabilitation Center, Council of Churches, Boys Club, newspaper, television stations WEHT and WFIE, and radio station WIKY. The Evansville Junior League may soon become a valuable source of additional volunteer tutors.

Regional Reading Aid is an exemplary literacy volunteer effort and exceeds the minimum standards for a literacy program. Regional Reading Aid holds two tutor training workshops each year. Prospective tutors attend the 12-hour workshops before they begin working with students. Once a trained volunteer tutor has been assigned to a student, the pair meets for at least one session per week. The tutor and student work together until the student's goals are reached or until he or she feels it is necessary to terminate the arrangement.

The budget for teacher and student materials has nearly

tripled in the last seven years. With a grant from B. Dalton Bookseller and additional assistance from the Evansville Junior League, the program will be expanded during the coming year.

The Evansville Regional Reading Aid literacy program could be replicated in almost any community. Although the YWCA provides a substantial commitment to the program, a YWCA is not necessary for program replication.

Fort Wayne Literacy Council, Incorporated

Contact:

Ms. Marilyn Zollers
Fort Wayne Literacy Council, Inc.
910 Broadway
Fort Wayne, IN 46802
(219) 749-5818
(219) 422-5141

Program Description:

The purpose of the Fort Wayne Literacy Council is to locate, encourage, and instruct illiterate, functionally illiterate, and non-English-speaking adults. The Fort Wayne Literacy Council is an organization whose all-volunteer tutoring staff save the state and community thousands of dollars in educational costs. The Council has been active for 21 years in serving undereducated adults in Allen County and northeastern Indiana.

The Literacy Council presently serves 124 students, 93 of whom function below a 4th grade level. These students receive one-on-one instruction from 85 volunteer tutors.

The Fort Wayne Literacy Council is a not-for-profit organization with a 20-member board of directors and committee chairperson who meet monthly. Many other individuals are involved in the literacy effort through committees. Currently, ten standing committees include placement, tutor training, workshops, library, newsletter, mailing, hospitality center coordination, fund raising, and telephone committees. The board recently initiated a long-range planning process to establish goals for the next several years.

The Literacy Council has a positive working partnership with the Fort Wayne Community School Corporation. The Council provides trained tutors to work with students enrolled in the school corporation's adult basic education program. Fort Wayne Schools also provides teaching materials and space for tutors and students. Space and financial assistance are also provided by the First Presbyterian Church of Fort Wayne. The Broadway Christian Church has generously provided the Council with utilities and a meeting room for workshops since 1973. In addition, the Allen County Public Library provides a special section of materials for lower level adult readers. The Council is also working with Community Action of Northeast Indiana to provide literacy instruction in the inner city of Fort Wayne.

The Fort Wayne Literacy Council has an exemplary program that exceeds the minimum standards for a literacy project. The Council is exceptional in the number of students served, number of volunteers, relationships with area agencies and other organizations or institutions, training of volunteers, recognition, organization, and management.

Through new fund-raising activities, the Council plans to expand its volunteer literacy program. The fund-raising effort is necessary to accomplish fully the Council's long-range goals and plans.

The Fort Wayne Literacy Council's efforts to locate and instruct illiterate, functionally illiterate, and non-English-speaking adults can be replicated in any large community.

Lafayette Adult Reading Academy
Community-Wide Partnership Program

Contact:

Ms. JoAnn Vorst
Coordinator
Lafayette Adult Reading Academy
604 North 6th Street
Lafayette, IN 47901
(317) 742-0075

Program Description:

The Lafayette Adult Reading Academy is a nonprofit organization cosponsored by the YWCA and the Lafayette School Corporation. The program provides literacy instruction to the citizens of the Lafayette area. A staff of 10 paid people and 45 volunteers serves more than 400 adult students annually.

Since 1979, the Academy has maintained partnerships with over 100 local, state, and national businesses, industries, clubs, groups, agencies, and educational institutions. In dollar terms, they have contributed over $500,000 in direct financial aid and the same amount in in-kind assistance of various types to the literacy efforts of the Academy. The Academy is actually a network of partnerships that both supports the Academy and participates in its service outreach effort in the community.

The various partnerships in which the Academy is involved are the vehicle for including all elements of community life in its policymaking, assessing, planning, and delivery of instructional services to adults in the community. The future promises even further growth in services through partnerships.

All program partnership processes and results are documented in detail and are thus available to serve as a basis for replication by others, in whole or part. The Academy is a unique program of massive community mobilization by a literacy instructional organization to meet local adult literacy needs.

Marshall County Adult Basic Education and McCord Corporation Partnership

Contact:

Ms. Becky Kreighbaum
Marshall County ABE, Inc.
400 West Garro
Plymouth, IN 46563
(219) 936-3910

Program Description:

Marshall County Adult Basic Education, Inc. has joined with McCord Corporation in a unique partnership financed by a mini-grant from the Indiana Department of Education. The partnership created a program in which the workers at McCord Corporation learn functional literacy skills in reading and math that are directly related to job performance. The workers gain needed skills, the plant gains more proficient workers, and the adult basic education program serves a heretofore unserved clientele.

The partnership instructional program was designed and is governed jointly by the ABE director and the human services director at McCord, with full support of the ABE board and the corporation management and workers' committee. The Marshall County ABE program is an independent organization, financed by the United Way, the UAW Cap Council, local revenue sharing, and an Indiana Department of Education grant.

The partnership program has performed in several unique ways: (1) it has been a total program, in design and implementation, between educators and the private sector; (2) the instruction process is based upon the specific jobs of the individual workers and materials actually used by the workers on the job; and (3) instruction is provided for workers who are laid off, as well as those currently working.

Future plans include expanding the instructional services in the partnership, as well as developing similar partnerships between the ABE program and other local private sector organizations. The process used in developing the partnership instructional program can be of great use to other functional literacy organizations and private sector organizations.

Monroe Community School Corporation
Adult Education Program

Contact:

Ms. Ann McDermott
Coordinator
Monroe County Schools ABE
315 North Drive
Bloomington, IN 47401
(812) 339-3481

Program Description:

This program provides an opportunity for adults to learn to improve their reading, math, and English skills. It is designed to serve those adults who have not finished high school. The staff consists of nine paid members. Six of these implement instruction and three assist by undertaking noninstructional activities.

The program, as its name indicates, operates as a part of the Monroe Community School Corporation in Bloomington, Indiana and annually serves nearly 500 students. It is directly supervised by the director, who in turn reports to the school superintendent and board.

The Monroe Community School Adult Education Program has been actively involved with young adults by means of its cooperation with the Monroe County Youth Shelter. In addition, the Adult Education Program is involved with the following organizations:

- o The Monroe County Center for United Ministries
- o The Monroe County Headstart Program
- o Bloomington/Monroe County Parks and Recreation Department

Previous tutoring arrangements have existed with the following organizations:

- o General Electric Plant
- o Crane Weapons
- o Employment agencies
- o Other related groups

One of the outstanding features of this program is its approach to instruction. Each new student is given a systematic, comprehensive diagnosis to determine his or her strengths and needs. The results of this diagnosis are then used to establish an individualized instructional plan for the student. This instructional plan is based on a defined, detailed curriculum. Further, the student is re-evaluated on a regular basis, and any appropriate adjustments are made to his or her instructional plans.

The instructional components of this program can be easily replicated because they have been organized and assembled into a printed curriculum.

School City of Hammond Adult Education Program

Contact:

Dr. Steve Watson
Director
Hammond ABE
Area Career Center
5727 Sohl Avenue
Hammond, IN 46320
(219) 932-0504

Program Description:

This adult education program defines its goals as those of extending and expanding learning opportunities for adults in the community. More specifically, it is designed to assist individuals to do the following:

- o Acquire basic skills
- o Complete secondary school
- o Acquire training/retraining for employability
- o Acquire specialized types of knowledge

The program has 13 paid staff and has utilized 7 volunteers during the past year, when it served nearly 600 students. Since this program is a part of the School City of Hammond, it is directly administered by a director who is responsible to the school superintendent and board.

The program exhibits a number of linkages. Recruitment and placement relationships exist with the following organizations:

- o North Township Trustee's Office
- o Local probation department
- o Social Security Administration
- o Department of Public Welfare

Linkages for the purpose of coordinating literacy efforts and special service have been established with these organizations:

- o Tri-City Comprehensive Mental Health

- o Calumet Area Literacy Council
- o Lake County Cooperative Extension Service
- o St. Margaret's Hospital

One of the most outstanding features of this program is its instructional component. The students are initially screened by means of a commercial achievement test. Each instructor then screens each student to establish a further, specific determination of the student's strengths and needs. Each student is then provided with individual or group instruction based on his or her needs.

The future plans of this program include the development of an expanded comprehensive curriculum. The curriculum as well as the other important aspects of the program are easily replicated because they are well documented.

Vincennes University Adult Education Program

Contact:

Ms. LaVon Coate
Director
Vincennes University, ABE
1002 North First Street
P.O. Box 193
Vincennes, IN 47591
(812) 885-4263

Program Description:

The Vincennes program has the goal of providing effective educational programs in the areas of reading, English, and math for adults whose skills range from grade levels 0 to 10.5. The program utilizes 5 paid staff to serve a student population that numbers 400 annually.

The program is administered by a director who reports to the vice-president for community services at Vincennes University. The vice-president reports to the president of the university. Relationships with other community organizations are established upon request. Such relationships may take the form of providing classes, staff training, or developmental assistance.

The instructional component of this program is one of its most outstanding features. Instruction is based on an extremely comprehensive curriculum. A sophisticated diagnosis is undertaken for all entering students to determine their placement in this curriculum. Since the curriculum and diagnostic procedures are well documented, this program could be easily replicated and/or utilized as a model for other programs.

APPENDIX D

SAMPLE ISSUE OF THE COALITION NEWS

INDIANA ADULT LITERACY COALITION NEWS

March 6, 1985

Bhola Addresses Coalition

Dr. Harbans Bhola, Professor of Education with the Department of Educational Leadership and Policy Studies and the Department of Instructional Systems Technology at Indiana University, addressed the Indiana Adult Literacy Coalition at its February 27 meeting. The talk was the first of a series of "Perspectives on Literacy" which will be presented during each Coalition meeting.

Dr. Bhola is an international consultant on literacy and author of a recent UNESCO-published book, Campaigning for Literacy. He told the Coalition that there are many things to be learned from literacy efforts in the third world. A few highlights from his address:

- The map of illiteracy and the map of poverty are absolutely congruent in the third world. Even in industrialized countries, lower income and lower education tend to go together.

- Literacy should not be equated with reading. In school settings we are teaching children to read. With adult groups we should talk about literacy. These are two different enterprises.

- It is a fallacy that if you bring about development that literacy will automatically follow. We need to deal with both simultaneously.

- It is said that we do not need literacy any more because we have media. Literacy is not obsolete. Media cannot carry the whole burden of literacy. The grammar of communication has become the grammar of print. Even microcomputers have increased the need to read symbols and marks—the new alphabet.

- Being illiterate puts you in a position of subordination. We say that to be illiterate is not to be ignorant. But illiteracy creates feelings of inferiority. The illiterate person is mystified by the world.

- Definitions are full of relativities. Different definitions do different things. We will never have agreement on a single definition of literacy, and this is not necessarily a bad thing. Each definition has its uses.

Regional Literacy Workshops Set

"Literacy in Indiana—the Issue of the Eighties" is the theme of the Governor's Regional Workshops being planned under the auspices of the Indiana Adult Literacy Coalition and several co-sponsoring groups.

The dates and locations for each of the workshops are listed in the calendar in this issue of the NEWS. Please note that the northwest regional workshop has been changed to May 29 at the Hammond Career Center, and the New Castle workshop has been changed to May 13.

Coalition members are urged to attend the workshop in their respective area. Pre-registration brochures are being printed. The workshop fee is only $3.00.

Video Project Update

Claire Gregory has drafted the "treatment" for the Coalition's video on illiteracy in Indiana. This document pulls together all of the significant facts and concepts needed to develop a script. Plans for the project have been scaled down. A 30-minute rather than 60-minute tape is now projected. A prospectus for possible funding has been submitted to the Indiana Committee for the Humanities.

Library Literacy Statewide Project Launched

According to Martha Roblee, the Indiana State Library has hired a special services librarian to work specifically with local library personnel interested in literacy activities. Susanna Walker will start her new duties in April. She is currently working for the Delphi Public Library.

ABE Activities for Fiscal Year 1986 Announced

Mark McCoskey, Supervisor of Special Projects for the Indiana Department of Eduction, announced plans for several literacy-related activities for adult basic education programs in Fiscal Year 1986. These include training for programs that wish to adopt the Jefferson County Adult Reading Program (JCARP), and mini-grants to explore linkages with other community agencies which could include literacy coalition development.

The Department is also willing to sponsor a Coalition Management Workshop Series but might require outside funding assistance. This training would not be restricted to ABE personnel.

National Ad Campaign Needs Push

Although a few Coalition members have heard television or radio ads which have been developed as part of the National Ad Campaign, the campaign has not had much impact in Indiana to date. Packets have been distributed only to major markets thus far. Literacy educators are urged to contact their local media to ask that the ads be used. The long-promised catalogue of materials is supposed to be ready soon.

Permission must be obtained from the Ad Council in order to localize or develop additional material. Persons needing media materials should contact:

Norma Kramer, Campaign Manager
Volunteer Against Illiteracy Program
The Advertising Council
825 Third Avenue
New York, NY 10022
212-758-0400 Ext. 212

The Coalition's public awareness subcommittee is establishing a task group to monitor and promote the campaign in Indiana. If you are interested in this project, call Sara Laughlin (812-334-8347) or Linda Warner (317-927-0344).

ICEA Conference to Focus on Partnerships

The Indiana Community Education Association will hold its annual conference June 19-21 at Butler University in Indianapolis. A strong emphasis of the agenda will be on skill-building topics of interest to anyone who works with a local council or board. The ICEA conference typically attracts participants from the ranks of both professional educators and community volunteers. Conference brochures will be widely disseminated, but to be sure that you receive the materials contact Kathy Branham at the Institute for Community Education Development, Ball State University, Muncie IN 47306, 317-285-5033.

CALENDAR

March 14	Resource Development Committee, Emerson Branch Library, Indianapolis, 9-12:00 am
March 14	Long Range Planning Committee, MCL Cafeteria near Castleton Square, Indianapolis, 10-3:00 pm
March 15	Assessment and Recognition Committee, 7128 Avalon Trail Court, Indianapolis, 9-11:30 am
March 15	Literacy Letter Editorial Board, review copy for June issue, Room 518 ISTA Building, Indianapolis, 9:30 - 12:00 am
March 22	Private Sector Linkages Committee, MCL Cafeteria, Greenwood Mall, Lunch 11:30 -12:15, Meeting 12:15 - 3:15 pm
March 28	Administrative Committee, MCL Cafeteria at Keystone Square, U.S. 431, Carmel, Lunch 12-1:00, Meeting 1-4:00 pm
April 11	Literacy Letter Editorial Board Planning Meeting, 9:30 - 12:00 am
April 12	Governor's Regional Workshop, Crawfordsville Public Library, 9-12:30 am

April 19	Governor's Regional Workshop, Holiday Inn, Warsaw, 9-12:30 am
April 25	Resource Development Committee, 9-11:30 am
April 25	COALITION MEETING, American States Insurance, 500 North Meridian, Lunch 12-1:00, Meeting 1-4:00 pm
May 13	Governor's Regional Workshop, Area Vocational School, New Castle, 9:00 am - 1:30 pm
May 15	Governor's Regional Workshop, Marion County Public Library, Indianapolis, 9-12:30 am
May 16	Literacy Letter Editorial Board, review copy for August issue, 9:30 -12:00 am
May 16	Public Awareness Committee, 1-4:00 pm
May 17	Governor's Regional Workshop, University of Evansville, 9-12:30 am
May 23	Administrative Committee
May 29	Governor's Regional Workshop, Area Career Center, Hammond, 9-12:30 am
May 31	Governor's Regional Workshop, McDowell Adult Education Center, Columbus, 9-12:30 am

Office of the Governor,
Robert D. Orr,
in cooperation with
Indiana Department of Education
Harold H. Negley, Superintendent

Address all inquiries to:
Editor, COALITION NEWS
c/o IDE/Division of Adult and
Community Education
State House, Room 229
Indianapolis, IN 46204

APPENDIX E

SAMPLES OF NEWS COVERAGE OF COALITION ACTIVITIES

SAMPLES OF NEWS COVERAGE OF COALITION ACTIVITIES

From The Shelbyville News, Shelbyville, Indiana;
May 30-June 1, 1984

"Group Forms Here to Battle Illiteracy"
(Part 1 of 3)

by Diane M. Stephen

As politicians and educators in Indiana have dubbed 1984 the "Year of Education," a group here is tackling another major problem--adult illiteracy.

Efforts nationwide to reduce the numbers of adults who cannot read and write well enough to function in society have reached Shelby County. The Shelby County Literacy Coalition has been formed as a branch of the Indiana Adult Literacy Initiative, one of only two community-based groups in the state.

Margaret Hamilton, Shelbyville-Shelby County Public Library director, and Bill Lyon, Blue River Vocational Technical School's adult basic education instructor, are co-chairmen for the group, which works with business, industry, and education representatives to discuss literacy problems and solutions.

This group will try to increase awareness of the illiteracy problem. It will establish long-range plans for solutions and build a network of county people interested in fighting adult illiteracy and function illiteracy.

With the Shelby County Chamber of Commerce, the group plans to distribute surveys to local factories, retail outlets, school administrators, and welfare officials to find undereducated or illiterate residents.

Don Collins, KCL personnel manager, said for the most part, KCL's employees without basic education skills are not "problem employees." They are employees who have limitations and, for one reason or another, have not been motivated to improve their educational or job skills.

The group hopes to use this type of situation in the first steps to improve the education of local workers and those who are looking for work. Since many employers seek better educated workers and workers with job training, the coalition will ask employers to help find these people.

The group will first attempt to identify a target group and

create incentives through the workplace to provide information on the types of help that are available.

Coalition members also recently spoke with Larry Mikulecky, Indiana University School of Education professor, who spent six years researching literacy demands placed on workers--blue-collar as well as white-collar workers.

While Mikulecky emphasized statistics which show a low rate of school and at-home reading as a factor in illiteracy and functional illiteracy, he does not place the entire blame on educators. He said technology and new job opportunities have displaced many by making their jobs and job skills obsolete.

Here are some nationwide facts on illiteracy:

- o 25 million Americans cannot read or write.
- o 72 million Americans are functionally illiterate.
- o 47 percent of all black 17-year-olds are functionally illiterate.
- o 60 percent of all inmates in correctional institutions are illiterate.
- o 85 percent of all juveniles who go to court are illiterate.
- o 75 percent of all unemployed persons have inadequate reading and writing skills.

"Daily Needs Spur Adults' Motivation to Learn"
(Part 2 of 3)

by Diane M. Stephan

Many people read of educational problems in the state and shake their heads in disapproval. They can hear "horror stories" of adults who cannot function past an elementary school level. The public may not realize the full impact of adult educational deficiencies.

The Indiana Adult Literacy Coalition has addressed illiteracy and functional illiteracy as problems in the state. The differences between these two is that illiterates cannot read or write at all, but functional illiterates do know how to read and write but cannot perform tasks essential to functioning independently.

Educational motivation comes in many forms. Generally, people return to school to overcome obstacles or for employment purposes.

Adron Stapp sought his General Education Diploma for both reasons. He overcame his lack of education to become the marshal for the town of Hope. While he said he is a fast learner, the trek was not an easy one.

The 55-year-old grew up in Kentucky. When he was about 12 years old, World War II broke out, and he was needed to do farm work. So he stopped making the four-mile walk to the country school and stayed home to work.

So did the rest of his brothers and sisters, but he is the only one in his family to go back for a formal education.

Stapp said he has overcome his sixth grade education by avoiding embarrasing situations and by taking factory and construction jobs that required little or no reading, writing, or math.

He and his wife, who had a 10th grade education, both tested for their GEDs in 1980. She passed and he failed. Hope's town board denied him its marshal position and instead hired his wife. He continued his studies while sometimes working 16- to 20-hour days. Later he took the test again and passed.

Once he had his diploma, he took over as town marshal and went on to graduate from the police academy.

He describes his younger life as embarrassing and frustrating.

"When I was younger, I was too proud," he said, "too proud to go back to school--too proud to ask for help." He said he had always wanted to get a GED, but he just never had the opportunity.

He said he used common sense to get by in daily life, but common sense didn't always get the job done. He couldn't spell a lot of words he needed to know, and he struggled with math. As he got older, he learned to ask co-workers for help.

One county resident, who asked that he not be identified, is now enrolled in the Blue River Vocational Technical adult basic education class. He was a 16-year-old sixth grader when he quit school. He comes from a single-parent family with seven children of whom only one has a GED--all the others quit school at age 16.

He is in his mid-30s, married, and has two children. His wife does not have a diploma but did make it as far as high school.

His inadequate education limits his daily life in many ways. He said his family had a checking account for a while, but he did not know how to use it. He could not shop for groceries, because he could not understand many labels and was easily confused when paying for his purchases. He could not eat in many restaurants because he could not read the menus.

He knew help was available but just didn't have the motivation to get it. Then one day he applied for a promotion. His foreman disqualified him immediately because he couldn't read well enough and couldn't do any math.

He said the everyday incidents such as handling money and reading embarassed him, but he wasn't too embarassed to ask store clerks to help him. Job applications were usually picked up and taken home so his wife could help him complete them.

One day his foreman urged him to attend night school to get his GED and said the company would pay any fees. He has been in the program for a month and said he is making progress, but he knows he has a long way to go.

Another man who grew up in Decatur County and now lives in Shelby County has a similar story. Of his family of six brothers and sisters, none has a high school diploma or a GED. He also asked that he not be identified.

He calls himself one who slipped through the educational system. Although he went through the eighth grade, he has never been able to read anything other than traffic signs.

School officials pulled him out of classes because he could draw well and would have him help with school displays and school newspaper artwork. When he was 16 years old, he decided to quit. He said he was tired of being made an object of ridicule for other students.

During the last 20 years, he became so "skilled" at hiding his deficiencies, he said it was easier to live an illiterate life than to go back to school to learn.

He said he developed quite a "knack" for shopping and working his way around a world he couldn't comprehend. When shopping, he used color, shape and pictures to find what he needed. When that method didn't work, he would have friends write down the names of things he wanted to find, and he would walk through supermarket aisles comparing the written names to letter arrangements on labels.

When taking his driver's test, a license branch employee must read the questions to him so he can answer without writing. For many years, he would not drive because he would not ask

them to read the test to him.

At work, he sometimes deals with chemicals, but can't read the labels. He has learned to tell them apart by their color, scent and location within the factory. He always gets passed up for promotions and pay raises and said that is the main reason behind his desire to learn.

"Workers' Lack of Education Causes Problems in Industry"

by Diane M. Stephen

For many, tasks such as grocery shopping and filling out a check or looking for a job fit into an everyday routine, but others find these embarrassing and traumatic experiences. These tasks are troublesome for those who are functionally illiterate.

Many of these people know how to read--a little. Some of them know how to write their names. Their math skills, for the most part, don't extend beyond the ability to tell time and count out small amounts of money. Functional illiterates cannot perform any of these skills well enough to cope on an everyday level.

These educational inadequacies lend themselves to problems beyond everyday life. Business and industry feel their effects, and a few local employers say insufficient reading, writing and mathematical skills are a problem when promoting employees and hiring new ones.

Steve Brown, personnel manager for Knauf Fiber Glass GmbH, a company which does not require new employees to have a high school diploma, said 50 to 60 percent of its employees do not have high school diplomas. Three percent do not know how to read at all.

Many times, he said, employees must have help filling out various forms and do not know how to read paycheck material. There are a few who must sign their paychecks with "X's."

Brown said an employment requirement is the ability to read and write, but added personnel interviewers do not specifically ask applicants if they can read. They judge these abilities by how the job application is filled out.

Knauf employs about 500 nonmanagement workers. A majority of these fill entry level positions which don't require reading or writing. However, if an employee who cannot read or write wants a promotion, he must begin classes for a General

Educational Diploma, and Knauf will pay the costs.

Brown said Knauf promotes education and training for its employees, since there are so many who do not have diplomas or GEDs, but does not encourage individual employees until they seek promotions and are rejected because of their education.

"Educational deficiencies do cause some problems," adds Bob Claxton, director of operations there. He said reports cannot always be properly filled out, and errors in order changes cause problems. So far, the problems have been minor, but the potential for a major problem is there.

Both Brown and Claxton say they need employees who can begin with entry level jobs and move up, but they aren't having much luck. They describe a typical worker as one who can do routine, repetitive work. When that repetition is broken with an order change, problems arise.

They said the future employment of these workers is not particularly good. While all companies are looking for ways to cut costs, labor is usually a prime candidate for reduction, with the most routine job the first cut.

Bill Howell, personnel manager of International Packing Corp., said about 30 to 40 percent of its employees do not have high school diplomas.

Like Knauf, IPC does not require a high school diploma but requires that employees know how to read and write. IPC overcomes one of the "tricks" of illiterates by requiring prospective employees to fill out applications at the factory office. Most applications are completed with misspelled words, unanswered questions and unfollowed instructions, he said.

People do slip through this system, though, and undereducated workers make mistakes.

Howell said each day supervisors get a list of problems that have been caught throughout the day. "Most of these go right back to the worker. It is partly carelessness and laziness, and partly due to not being able to read and comprehend instructions.

"Mixing different substances to get the synthetic rubber compounds we work with can cause problems. Also, boxes of parts are sometimes labeled incorrectly and can either cause inventory imbalances or be shipped out as an order only to be returned for the correct part," he said when describing common problems IPC encounters.

Like Knauf, IPC encourages employees to seek GEDs or to seek

training beyond high school diplomas. IPC also pays for these class costs.

Howell described how technology has affected IPC: "Technology replaces people and cuts down on labor and product costs. This is shown in the employment trends here in the last seven years. In 1977 we employed 475 people; today we employ a total of 265, and we can put out a larger volume today."

Howell said this trend will not reverse at IPC.

"Dropout Rate Above Average Here"
(part 3 of 3)

by Diane M. Stephen

Shelby County school officials say the dropout rate for local students has remained relatively constant, but a U.S. Department of Education study says the county's number of adults without high school diplomas is above average.

On a statewide basis, 34 percent of Hoosier adults over age 25 do not have high school diplomas. In this county, 36.6 percent of adults do not have diplomas.

Also, there are 790 county residents between ages 16 and 19 who are not in school and do not have diplomas.

While some teens do withdraw from school to move with their families and transfer to other schools, a survey of local schools shows that is not a common occurrence here.

Area guidance counselors agreed the largest group of withdrawals is at age 16, the legal minimum age at which students may withdraw from school. The most common reason for students' withdrawal, they said, is disinterest in the curriculum--they simply do not like school. Others with discipline problems are sent to correctional facilities, and those with financial problems go to work to supplement family income.

Some students drop out of school for medical reasons and some for marriage and/or because they are pregnant.

For 1983, Shelbyville Central Schools had 130 students drop out in grades seven through 12, 72 males and 58 females. This figure is down from 1982, when 147 students, 89 males and 58 females, withdrew.

In 1981, there were 135 withdrawals, 71 males and 64 females;

and in 1980, there were 135 withdrawals, 85 males and 50 females. These figures do not include students who withdrew to attend other educational institutions.

Waldron High School had 10 of 280 students in grades nine through 12 withdraw in 1983, representing a 2.8 percent dropout rate. Also during 1983, Morristown High School had eight students drop out of grades nine through 12. In a student body of 433, this represents a percentage of 1.8.

Triton Central High School's last five school years reflect a nearly 1.5 percent average dropout rate. During the 1983-84 school year, seven of 540, 1.3 percent of the students in grades 9 through 12, dropped out. Other dropout rates are: 1982-83, six of 563, 1.1 percent; 1981-82, 14 of 583, 2.4 percent; 1980-81, nine of 616, 1.5 percent; 1979-80, six of 577, 1 percent.

Southwestern High School had a relatively constant dropout rate of two percent, and this year it jumped by three percent, said a school official. In 1984, five males and seven females dropped out of a student body of 366.

Earlier Southwestern dropout rates are: 1983, six males and two females of 372, 2.1 percent; 1982, six males and four females of 402, 2 percent; 1981, six males and three females of 433, 2 percent; and 1980, five males and five females of 439, 2.2 percent.

APPENDIX F

THE INDIANA ADULT LITERACY INITIATIVE
1985-86 PLAN

THE INDIANA ADULT LITERACY INITIATIVE: BACKGROUND, ACCOMPLISHMENTS, AND 1985-86 WORK PLAN

Purpose

To raise the awareness level of the adult illiteracy problems of the State of Indiana and to develop a mechanism to address these problems.

The Problem

As many as 600,000 citizens of the state are functionally illiterate, unable to read, write, and compute well enough to function in everyday society. Additionally, one in three adults in the state has not graduated from high school. These conditions not only affect the quality of personal and family life for the individuals, but affect the ability of the state to meet its goals for continued economic progress. An educated work force is critical for attracting new industries and upgrading existing ones.

Background

The Indiana Adult Literacy Coalition has existed since November, 1983, as a Governor's task force. This 30-35 member group studied the illiteracy problem in the state, developed a set of long-range goals for the state with extensive public involvement, and adopted a "living ten-year plan" to improve literacy in the state. At the same time, the Coalition initiated various activities to raise public awareness of the issues; to identify and expand literacy services in the state; and to forge partnerships among various providers of literacy services, business and industry, social service agencies, and others concerned about illiteracy. In August, 1985, the Coalition recommended that the group be continued as a Governor's task force for another year, but that by the end of that year an ongoing coordinating body be established to implement the ten-year plan.

Administrative responsibility for the Coalition is shared through a partnership arrangement between the offices of the Governor, the State Superintendent of Public Instruction, and the State Library.

Philosophy

In order to reduce illiteracy in Indiana, there must be continued involvement on the part of many groups and individuals. These include the public schools, volunteer literacy programs, job training programs, voluntary and civic organizations,

business and industry, and units of state and local government. If these groups work in isolation, services may be fragmented, community support will be limited, and issues of "turf" can hinder the development of both resources and programs.

A coalition provides a forum for these groups to communicate and to plan. It provides a central contact point for information and data. It can mobilize various statewide networks and agencies to take coordinated action. Most importantly, it can provide leadership and direction to the diverse audiences which have an interest in the issues of literacy.

The Solution: Ten-Year Goals

The "ten-year living plan" for literacy is based on three major goals, each of which involves a set of subgoals. The goals are not intended to be implemented entirely by the Indiana Adult Literacy Coalition. Rather, the Coalition will act as a catalyst, inspiring and enabling the various agencies, organizations, and individuals to undertake appropriate responsibility for fulfilling the long-range plan.

Goal A: To Make Instruction Available to Adults in Every Indiana Community

- A.1 Establish a statewide coalition to facilitate the involvement of state agencies and organizations in providing a state leadership presence for the purpose of encouraging and supporting local literacy efforts.
- A.2 Provide literacy instruction through a variety of sites, including schools, public libraries, volunteer literacy organizations, churches, business and industry, labor unions, prisons, and jails.
- A.3 Establish student and volunteer networks composed of individuals, public agencies, and private sector groups.
- A.4 Conduct research on literacy needs and problems.
- A.5 Secure adequate funds for literacy programs.

Goal B: To Coordinate and Improve Local Literacy Instruction Efforts

- B.1 Develop local coalitions to facilitate the coordination and improvement of literacy services.

B.2 Develop criteria with which local literacy coalitions and providers can assess their programs.

B.3 Disseminate information to every community on organization, instruction, etc., using traditional and computerized methods.

B.4 Provide training, staff development, and consultation for both paid staff and volunteers in literacy programs.

B.5 Provide instruction which relates directly to the needs and interests of the learner and to the competencies needed in jobs and everyday life, and which is sensitive to the needs and life situations of different segments of the population.

B.6 Expand effective approaches to literacy instruction available for use by literacy providers.

B.7 Develop computer-based access to statewide diagnostic and remedial services.

Goal C. To Advocate the Importance of Literacy

C.1 Integrate literacy into lifelong learning.

C.2 Inform the general public of literacy needs and opportunities through a broad-based public information program.

C.3 Include adult literacy in state and national policy.

The Strategy

The strategy for improving adult literacy in Indiana consists of four critical elements: volunteerism, public/private sector linkages, networking and partnership development among community people and adult education professionals, and the instructional program itself.

1. Volunteerism

According to the National Coalition for Literacy, "Much is known about how to teach adults to improve their reading skills. Throughout the nation, community-based literacy programs offer excellent models of what can be accomplished. Volunteers teamed with librarians, adult

educators and grass roots groups working in libraries, businesses, and churches have already demonstrated that illiteracy can be overcome. Adults CAN learn to read. Lives CAN and DO change for the better."

Although the know-how may be available, the number of volunteers involved in current literacy programs is far too small to make an impact on the vast numbers who need help. It has been proposed that only through an "army" of volunteers can this crippling human condition be eradicated (Jonathan Kozol, Prisoners of Silence). The Indiana initiative encourages the development and expansion of effective volunteer literacy programs.

2. Public-Private Sector Linkages

Various studies have identified the sizeable cost of functional illiteracy to business and industry. Unions are concerned about the limited preparation of some members to qualify for new jobs or for retraining. Job training program personnel frequently identify that their clients need some academic preparation prior to or along with occupational skill development. Literacy educators and private sector personnel must link to implement effective strategies to reduce workplace illiteracy and to enlarge the pool of individuals available for tomorrow's jobs. The Indiana literacy initiative actively encourages the development of such linkages

3. Networking/Partnerships

More effective utilization of existing resources will be possible only when linkages are developed among the various groups which provide literacy programs or other types of support and assistance. It is generally agreed that illiterate and functionally illiterate people are the hardest to recruit and retain in any educational program. Through networking and partnership development, the quality of student recruitment, referral, and placement will be greatly improved. In addition, the recruitment, training, and placement of volunteer tutors can be greatly enhanced through such networking. Networking demonstrates not only commonalities among the diverse groups working in this field, but the wealth of knowledge we all have to share. The Indiana literacy initiative encourages the formation of local networks or coalitions; encourages a collaborative approach to program planning among educators, social service agencies, and others; and promotes communication on a statewide basis through conferences and newsletters.

4. Instruction

Quality instruction is essential if functional illiteracy is to be reduced. The Indiana initiative has identified effective instructional programs that can serve as models; has developed standards for excellence; encourages the sharing of information about curriculum, materials, and teaching techniques; and promotes the development of staff training opportunities.

Previous Activities and Accomplishments

Between November, 1983, and September, 1985, the Indiana Adult Literacy Coalition:

1. Identified all of the current literacy service providers in the state and published a directory of those programs.

2. Established criteria for effective programs and recommended model program award recipients to the Governor.

3. Held three statewide public meetings to gather information on the illiteracy problem and to hear testimony on goals and objectives for the state.

4. Held one statewide Governor's conference on literacy (1984) and seven regional Governor's conferences (1985) to promote public awareness, commitment of community resources, and improved program effectiveness. The New Castle regional workshop was attended by Mrs. George Bush, attracting over 600 participants, including many individuals from the business community.

5. Published and distributed seven issues of the statewide literacy newsletter (The Literacy Letter) to a mailing list of over 1500 people.

6. Organized a speakers' bureau which now has more than fifty trained speakers. As a result of the Governor's letter to civic groups announcing September, 1985, as Literacy Month, more than 90 speaking engagements were arranged.

7. Provided a model which has resulted in the establishment of fifteen local literacy coalitions to coordinate, publicize, and expand local literacy progrms. A $5000 grant from B. Dalton Bookseller is supporting a series of training workshops for local coalition leaders.

8. Initiated the development of a literacy clearinghouse and data base to be housed at the Indiana Adult Education Resource Center.

9. Initiated the development of a tool to help companies assess the literacy needs of employees, to calculate the costs of illiteracy to the company, and to identify appropriate instructional strategies.

10. Developed a ten-year plan to improve literacy in the state.

1985-86 Work Plan

The primary goals of the Indiana Adult Literacy Coalition for 1985-86 will be to complete committee assignments begun in the previous year, to effect a transition to a permanent statewide literacy coalition, to seek resources for state coordination and for operation of the Coalition, and to initiate activity in priority areas consistent with the expectations of the ten-year plan.

Coalition members determined that priority areas for 1985-86 would be public awareness, local coalition development, development of a literacy clearinghouse, research on the extent of illiteracy in Indiana, and evaluation of the effectiveness of Coalition efforts.

Subcommitees and their functions will be:

1. Assessment.

   This committee will develop the existing standards for model literacy efforts into a form that can be used by programs for self-evaluation. Although no additional model programs will be selected during 1985-86, the committee will package the information on previously identified models for the state clearinghouse.

2. Clearinghouse Advisory Committee.

   This committee will meet periodically with the director of the literacy clearinghouse to assist with the development and effective utilization of the center's resources.

3. Fundraising.

   This committee will identify sources and seek funds for Coalition projects and will disseminate appropriate information on funding resources available to local literacy programs.

4. Local Coalition Support.

   This committee will help plan and implement a series of management workshops for local coalition representatives and will develop and implement other strategies to encourage local coalition development and effectiveness.

5. Private Sector Linkages.

   This committee will complete its objectives from the previous year related to development of an assessment tool to determine the cost of functional illiteracy in the workplace, and may propose additional committee objectives and activities to the Coalition.

6. Public Awareness.

   This committee will publish The Literacy Letter newsletter and the IALC News, will publicize literacy needs and events throughout the year, and will update strategies and materials related to literacy month (September).

7. Research and Evaluation.

   This committee will develop a literacy research network, will collect data on progress toward ten-year plan and annual goals, and will develop a self-evaluation process to assess Coalition effectiveness.

8. Volunteer Program Support.

   This committee will publish a technical assistance packet for volunteer programs and will develop and implement other strategies to encourage volunteer program development and effectiveness.

Administration and Structure

Administrative tasks of the Indiana Adult Literacy Coalition will be carried out by an Administrative Committee. This committee will be co-chaired by the Director of the Division of Adult and Community Education, Indiana Department of Education; the Director of the Governor's Voluntary Action Program; and the Special Services Consultant of the Indiana State Library. The Administrative Committee will be comprised of staff from those offices, the Coalition chairperson, and the chairpersons of each Coalition subcommittee.

The Administrative Committee will:

1. Act as a coordinating and planning body for the Coalition.

2. Oversee the work of the subcommittees and support their efforts.

3. Help the chairperson of the Indiana Adult Literacy Coalition establish meeting agendas, identify necessary resources, and conduct Coalition meetings.

4. Serve as the liaison between the Indiana Adult Literacy Coalition and members of the press or public seeking more information about the project.

5. Address financial concerns of the project. The Coalition's activities will be funded by state resources and contributions.

The Administrative Committee will hold regular meetings bi-monthly, alternating months with the full Coalition. Special meetings may also be called.

Membership on the Indiana Adult Literacy Coalition will be by appointment of the Governor. Appointments should be made on a non-partisan basis.

The Coalition's membership will be 30-35 people.

Coalition members will serve one-year terms. New members will be asked to serve an additional year if the Coalition is established as an ongoing body. Under an ongoing Coalition, members will serve two-year staggered terms.

Persons from the following types of organizations will be appointed in addition to representatives of the sponsoring units of state government:

1. Chambers of commerce, business, industry, and labor.

2. Civic, fraternal, religious, and professional organizations concerned about literacy.

3. Community-based organizations.

4. Direct providers of literacy services, including adult basic education, libraries, and volunteer literacy programs.

5. Foundations, endowments, and other charitable organizatons.

6. Groups representing populations particularly impacted by illiteracy, e.g., minorities, incarcerated persons, individuals with limited English proficiency.

7. Literacy coordinating bodies and local literacy coalitions.

8. Media and public relations organizations.

9. Professional associations involved with adult education, literacy, or reading.

10. Programs or agencies concerned with vocational education, employment, and training.

11. Representatives of institutions of higher education, including persons who are familiar with relevant theory and research.

12. Units of state and local government, including the state legislature and key state agencies.

13. Voluntary action programs.

APPENDIX G

BIBLIOGRAPHY OF RESOURCES

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